

# PLAYGROUND SUPERVISION

## Underlying Principles

For people placed in a position of responsibility for others, such as teachers, Duty of Care involves not only refraining from injury-creating activities, but actively taking steps to protect others from injury.

This calls for active commitment from all staff at all times to behave in ways that enhance safety, health and fair treatment.

Classrooms are reasonably ordered, defined and structured with clear routines and the visible presence of the teacher. Transition from class to playground and handing over care to the duty teacher needs careful attention from both a professional responsibility and collegial support perspective.

Once in the playground, many of the classroom conditions change.

Playground supervision involves:

- Active movement and visibility around the grounds
- Vigilance and proactive intervention to circumvent potential problems
- Interacting with students
- Encouraging and acknowledging positive play
- Checking the use of play equipment
- Encouraging a clean, safe environment
- Reminding students about expectations, rules and responsibilities
- Ensuring that school policy is implemented fairly and consistently



## Scatterplot for the Playground

**Student:**

**Observer:**

**School:**

**Year:**

**Teacher:**

**Time observed:**

**Intervals:** (eg, 30 secs)

**Code:** A = Appropriate Behaviour

B = Verbal Aggression

P = Physical Aggression

Interval	Dates Observed				Total			Percentage		
					A	V	P	A	V	P
1										
2										
3										
4										
5										
6										
7										
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28										
29										
30										
<b>Daily Totals</b>										
<b>A</b>										
<b>V</b>										
<b>P</b>										

## Secondary Playground Intervention

If the students in the school are experiencing a range of issues within the playground it may be necessary to conduct an audit. You can use or develop an observation sheet to collect this data.

Prior to the observations;

- Collect information about the issues and compile this data for comparisons after the intervention.
- Collect a staff timetable and the playground policy.
- Bell timetable
- Student arrangements – teachers meet or greet students at the room following the bell.

During the observation, note:

- Are the rules and consequences posted and referred to by all staff
- Are the teachers / staff actively supervising?
- What areas are out of bounds – is this easily identifiable?
- Who opens and locks the toilets – is signage posted for appropriate behaviour?
- Gates opened and locked?
- Casual staff – information booklet?
- Which extra curricula activities can students access (library, computer, chess club, dance, music, sport)?

Following the observation:

- Determine how the information will be presented
- Who is the audience?
- What strengths are identified in the data?
- Area for improvements / recommendations?
- Other features?

EXAMPLE HIGH SCHOOL PLAYGROUND OBSERVATION – Project Team 2011

	Students observed meeting expectation	Students observed not meeting expectation	Staff response, management and procedure used
Oval BBC, Canteen, Toilets, N Quad, Quad			
Staff member – On time, Active & Interactions are positive			
Approximate number of students in area.			
Transition to and from class (Time taken) Are teachers on time to class?			
Issues arising?	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>		
Recommendations	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>		

## Whole school observation (transition, before /after school, playground)

Criteria		Comments
1	Teacher is on time for duty	
2	Visual signs reinforce rules	
3	Teacher is visible to students	
4	Teacher carries emergency bag	
5	Teacher responds immediately to issues (fighting, out of bounds)	
6	Students interact positively	
7	Out of bounds area obvious/students remain in bounds	
8	Teacher/student interactions are positive	
9	Playground tone is positive	
10	Area is aesthetically pleasing	
11	Structured time out from playground	
12	Teacher utilises time out	
13	Students follow the rules	
14	Students resolve conflict with minimal escalation	
15	Student respond to the bell	
16	Accommodations are made for special need students	
17	Proactive programs are running	
18	Teacher actively supervise area	
19	Are there any areas/times of concern	
20	Students are inclusive of others	

### Notes



School: \_\_\_\_\_ Principal: \_\_\_\_\_

Weather: \_\_\_\_\_ Format: \_\_\_\_\_

Duration: \_\_\_\_\_ Date: \_\_\_\_\_



## Information for Parents

### 1. INTRODUCTION

This document provides summary information for parents on the Department of Education and Training's *Suspension and Expulsion of School Students - Procedures*. A full version of these procedures can be obtained from the Department's policy website at:

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/implementation\\_2\\_PD20060316.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/implementation_2_PD20060316.shtml)

Further assistance is available from the Department's Regional Offices. A full list is available at:

<https://www.det.nsw.edu.au/contactus/index.htm>

### 2. CONTEXT

- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.
- In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.
- In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds:
  - ❖ race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
  - ❖ sex
  - ❖ marital status
  - ❖ disability, including HIV/AIDS
  - ❖ homosexuality
  - ❖ transgender, or
  - ❖ age.
- The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.
- Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.

- Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer (ACLO) or support teacher behaviour (STB). In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.
- The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are:
  - ❖ the right to be heard, and
  - ❖ the right of a person to a fair and impartial decision.
- These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

### 3. SUSPENSION

#### a. General Principles

- In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.
- Before a suspension is imposed, with the exception of the cases outlined in dot point 4 below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate school student welfare strategies and discipline options have been applied and documented
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.
- When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with these procedures, any student who:
  - ❖ *is physically violent*: Any student who is physically violent, resulting in injury, or whose violent behaviour



seriously interferes with the safety and well being of others is to be suspended immediately.

- ❖ *is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).*
- ❖ *uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.*
- ❖ *engages in serious criminal behaviour related to the school.*
- Schools should ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. For details on arranging an on-site or telephone interpreter, refer to:  
<http://www.schools.nsw.edu.au/adminsupport/intertranslate.php>
- In all cases of suspension:
  - ❖ a formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing
  - ❖ a suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parents, should utilise the school, regional and other available resources in seeking a means of assisting the student to modify his or her behaviour.
- Should parents require a support person in order to participate fully in the suspension resolution or expulsion meeting, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group (AECG) or disability worker. The responsibility for organising a support person rests with the student or parents.

## b. Short Suspension

- In cases where a range of appropriate student welfare and discipline strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:
  1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance;

disrupting other students; use of alcohol or repeated use of tobacco.

2. **Aggressive Behaviour.** This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

## c. Long Suspension

- If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:
  - ❖ the safety of students and staff
  - ❖ the merit and circumstances of the particular case
  - ❖ factors such as the age, individual needs, any disability and developmental level of students.
- Subject to factors outlined in the dot point above, principals will impose a long suspension for:
  - ❖ **Physical violence:** Which results in injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault).
  - ❖ **Use or possession of a prohibited weapon, firearm or knife.** When the student:
    - uses or possesses a weapon which is listed in Schedule One of the *Weapons Prohibition Act*. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
    - uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act*);
    - uses or possesses a firearm of any type (including live ammunition, and replica firearms).

\*Note – "reasonable excuse" includes Kirpans carried by Sikhs for religious purposes.
  - ❖ **Possession, supply or use of a suspected illegal substance.** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
  - ❖ **Serious criminal behaviour related to the school.** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.
- Subject to factors outlined in the first dot point in this section (section c), principals may also impose a long suspension for:
  - ❖ **Use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure



another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).

❖ **Persistent or serious misbehaviour.** This includes, but is not limited to:

- repeated refusal to follow the school discipline code;
  - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
  - making credible threats against students or staff;
  - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.
- In the formal disciplinary interview, the student must be able to have an appropriate observer of their choosing present at the interview.
  - The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the school education director.
  - If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools.

#### 4. DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

- The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (relieving principal).
- A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school.
- Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification.
- The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
- If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
- Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

- The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed. If the issues cannot be addressed before the final day of the suspension, the principal must refer the matter to the school education director who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.

#### 5. EXPULSION

##### a. General Principles

- In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.
- In all cases where expulsion is being considered the principal must:
  - ❖ notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
  - ❖ organise an interpreter or cultural assistance and/or translated documents, or other assistance for disability issues as appropriate, in order to allow parents to participate fully in the process
  - ❖ obtain and consider a report from the learning support team or school counsellor, as appropriate, that includes recommendations for further action
  - ❖ provide the parents with a copy of all documentation on which the consideration of expulsion is based
  - ❖ allow seven school days for students and parents to respond
  - ❖ consider any response from the student and parents before proceeding further
  - ❖ discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

##### b. Expulsion from a Particular School for Misbehaviour

- When considering expelling a student for misbehaviour, the principal must:
  - ❖ ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented
  - ❖ convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students or students with certain disabilities it may be advisable to have a parent present at the meeting
  - ❖ place the student on a long suspension pending the outcome of the decision making.
- Having reached a decision to expel a student from the school, the principal will:



- ❖ inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision
- ❖ arrange, within 10 school days, and with support from regional staff, an alternative educational placement appropriate to the needs of the student.
- If a suitable alternative cannot be arranged the principal must refer the issue to the school education director for resolution.
- In the resolution process the school education director may consider a range of options including:
  - ❖ directing, with approval from the regional director, the re-admittance of the student to the school, subject to strict disciplinary arrangements as necessary to ensure the safety and welfare of the student, other students and staff
  - ❖ placement in an alternative education setting
  - ❖ enrolment in TAFE
  - ❖ participation in other education or training approved by the Minister
  - ❖ enrolment in distance education, or
  - ❖ recommending to the regional director that another school be directed to enrol the student (subject to any issues that may have been identified by a risk assessment, having been addressed).
- In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the school education director.
- If the student's behaviour has been so extreme that a suitable alternative placement cannot be found, the school education director in consultation with the principal, may forward a submission to the Director-General, through the regional director and the Deputy Director General (Schools), recommending to the Minister that the student who has been expelled for misbehaviour not be re-admitted to all or any government schools.

### c. **Expulsion from a Particular School of a Student over 17 Years of Age for Unsatisfactory Participation in Learning**

- This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.
- Prior to giving consideration to expulsion the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.
- When considering expulsion in these circumstances, the principal will notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action. There is no necessity to

place the student on long suspension pending the decision making process in these circumstances.

- Having reached the decision to expel the student from the school the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision.
- The arrangement of an alternative placement is the responsibility of the student and the student's parents. Advice for students and parents in these circumstances is available from the appropriate regional office.

## 6. **Appeals**

- Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.
- Some students or parents will require assistance in lodging an appeal. Students or parents requiring assistance should be referred in the first instance to the regional office. Regional office personnel should identify appropriate support people for the student or parents if this type of assistance is requested. Appeals can be made to:
  1. **The school education director** about the imposition of a suspension or a decision to expel a student from a particular school.
  2. **The regional director** where a school education director has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal.
  3. **The regional director** about the decision of a school education director to decline an appeal relating to a suspension or an expulsion from a particular school.
- The school education director or regional director will:
  - ❖ deal with the appeal within 20 school days of its lodgement
  - ❖ ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
  - ❖ review all relevant material
  - ❖ ensure that appropriate material has been made available to the student and his or her parents
  - ❖ discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
  - ❖ advise all the parties of the decision and the specific reasons for reaching the decision.
- Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the appeal.
- The fact that an appeal has been lodged does not put on hold the principal's decision to suspend or suspend prior to expulsion from a particular school.

**NOTE:** In these procedures, the term "parent" or "parents" includes any person or persons having the custody or care or a child.

## ATTACHMENTS

The following attachments are available for download as individual documents by clicking on the links below.

- [A. Short suspension checklist](#)
- [B. Long suspension checklist](#)
- [C. Expulsion – from school for misbehaviour checklist](#)
- [D. Expulsion – Unsatisfactory participation in learning checklist](#)
- [E. Expulsion checklist - General](#)
- [F. Formal caution letter](#)
- [G. Formal disciplinary log – Short suspension](#)
- [H. Formal Disciplinary log – Long suspension](#)
- [I. Suspension resolution meeting – Action plan](#)
- [J. Post suspension readmission agreement](#)
- [K. 'I can work it out' worksheet](#)
- [L. Bloom's Taxonomy and Multiple Intelligence Grid](#)
- [M. Behaviour plan](#)
- [N. Student's learning plan - Example 1](#)
- [O. Student's learning plan - Example 2](#)

A complete version of this guidance, including attachments can be downloaded by clicking the link below:

[Download the full version](#)



**Short Suspension Checklist**

School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

ACTION		Y/N	COMMENT e.g. date	REF *
1	The principal must ensure that there is no discrimination against a student.			4.0.4
2	The principal must ensure that the implementation of these procedures takes into account individual student needs, disability, age and developmental levels.			4.0.5
3	In most cases other than indicated in 6.1.4 a range of welfare and discipline strategies should have been implemented and documented before suspension is imposed.			6.1.2 6.1.3
4	For cases involving inappropriate behaviours a warning letter has been issued. <b>ATTACHMENT F</b>			6.1.2
5	Student is given explicit information about the nature of the allegations. <b>ATTACHMENT G</b>			6.2.2
6	Student is given an opportunity to consider and respond to the allegations. <b>ATTACHMENT G</b>			6.2.2
7	Student's response considered prior to decision to suspend. <b>ATTACHMENT G</b>			6.2.2 7.1.2
8	Key features of interview recorded. <b>ATTACHMENT G</b>			6.2.2
9	The principal or relieving principal has taken the decision to suspend – cannot be delegated.			7.1.1
10	Suspension is up to four days.			6.2.1
11	Parent or carer given prior notification if suspended student is to be sent out of school before the end of the school day.			4.0.2 7.2.1
12	Agreement reached about arrangements for collection of student from school.			7.2.1

ACTION		Y/N	COMMENT e.g. date	REF *
13	<p>Letter of suspension includes:</p> <ul style="list-style-type: none"> <li>- notice of suspension</li> <li>- the date and probable duration</li> <li>- the category and specific reasons</li> <li>- the clear expectation that the student will continue with studies while suspended</li> <li>- the importance of parental assistance in resolving the matter</li> <li>- carer responsibility for the care and safety of the student while under suspension</li> <li>- other appropriate government or community agencies available to provide assistance where necessary.</li> </ul> <p><b>Note:</b> Suspension notification letter checked for accuracy and provided to parents in writing (signed only by principal or relieving principal – cannot be delegated) within 24 hours.</p>			7.2.2 7.2.3
14	Reasonable steps have been taken to ensure notification has been delivered including any necessary alternative form e.g. translations Appendix 10. In some cases registered mail may be required. DET support staff may assist.			7.2.2
15	<p>Parents or carers provided with a copy of:</p> <ul style="list-style-type: none"> <li>- school discipline code</li> <li>- <i>Suspension and Expulsion of School Students Procedures</i> information for parents</li> <li>- information regarding appeal rights.</li> </ul>			7.2.5
16	Special transport provider notified by the principal when a student is subject to special transport arrangements.			7.2.4
17	<p>Principal attempts to ensure student returns to school on or before suspension conclusion date, even if carers unable or unwilling to attend a suspension resolution meeting. This can include use of telephone interviews.</p> <p><b>NOTE:</b> Suspension resolution meeting can be held prior to concluding date.</p>			7.2.2 7.3.1 7.3.2 5.0.1 6.2.3
18	The student has been informed about the suspension resolution meeting and encouraged to nominate a support person if a parent or carer is unable to attend.			7.3.3
19	Resolution meeting includes parents and personnel involved in the welfare and guidance of the student.			6.2.3 7.3.1



ACTION		Y/N	COMMENT e.g. date	REF *
20	Appropriate interpreter organised by principal or delegate (if required). <a href="http://www.schools.nsw.edu.au/adminsupport/intertranslate.php">www.schools.nsw.edu.au/adminsupport/intertranslate.php</a>			6.1.6
21	Basis on which suspension will be resolved discussed at meeting.			7.3.1
22	Behaviour support resources utilised.			6.1.2
23	Parents or involved in this process.			7.3.1
24	Use of these resources discussed at suspension meeting.			6.2.3
25	Alternative educational strategies could be considered and discussed with SED or nominee, if this has not already occurred.			6.2.4
26	SED advised when more than two short suspensions in any twelve month period (may not be a school year). <b>Appendix 5</b>			6.2.5
27	SED notified of non-resolution of suspension via meeting or telephone interview by its concluding date.			7.3.2
28	Principal has taken alternative steps to resolve suspensions not resolved by concluding date.			7.3.2
29	Full record of outcomes from suspension resolution meeting made. Copy has been provided to students and carers.			7.3.6
30	Suspension entered on Suspension Return. <a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2009/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2009/schoolregister.xls</a>			6.3.10
31	Adjust number of days on Suspension Register if suspension has been resolved earlier than original number of days imposed.			6.3.10
32	All relevant documents retained on a file at the school.			6.2.6 7.3.6

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** REF\* *Suspension and Expulsion of School Students – Procedures (2011)* paragraph numbering.

## Long Suspension Checklist

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

ACTION		Y/N	COMMENT e.g. Date	REF*
1	The principal must ensure that there is no discrimination against a student. <i>eg disability</i>			4.0.4
2	The principal must ensure that the implementation of these procedures takes into account individual student needs, disability, age and developmental levels.			4.0.5
3	In most cases, a range of welfare and discipline strategies should have been implemented and documented before suspension is imposed.			6.1.2 6.1.3
4	A formal disciplinary interview is held prior to the decision to suspend. <b>ATTACHMENT H</b>			6.3.5 7.1.2
5	The student must be able to have an appropriate observer of his/her choosing present. <b>ATTACHMENT H</b>			6.3.5
6	Student given explicit information about the nature of the allegations. <b>ATTACHMENT H</b>			6.3.5 7.1.2
7	Student given opportunity to consider and respond to the allegations. <b>ATTACHMENT H</b>			6.3.5 7.1.2
8	Student's response must be considered prior to decision to suspend. <b>ATTACHMENT H</b>			7.1.2
9	Key features of the interview have been recorded in writing. <b>ATTACHMENT H</b>			6.3.5
10	Short suspensions have not resolved the issue OR Misbehaviour is so serious as to warrant immediate long suspension. Short suspension is not required prior to a long suspension if behaviour is serious.			6.3.1 6.3.2
11	The principal or relieving principal has taken the decision to suspend. This responsibility cannot be delegated.			7.1.1
12	Suspension does not exceed twenty school days.			6.3.1
13	Procedural fairness principles implemented. Appendix 2			6.3.4



ACTION		Y/N	COMMENT e.g. Date	REF <sup>2</sup>
14	Arrangements made with parent if the suspended student is to be sent out of school before the end of the school day. Adequate supervision is provided at school until these arrangements are made.			7.2.1
15	Agreement reached about arrangements for collection of student from school.			7.2.1
16	Reasonable steps taken to ensure the notification is delivered, including any necessary alternative form e.g. translations. DET support staff may assist with this process. Registered mail may be required in some circumstances.			7.2.2
17	<p>Letter of suspension (<b>Appendices 6-12 provide standardised letters that must be used</b>) includes:</p> <ul style="list-style-type: none"> <li>- notice of suspension</li> <li>- the date and probable duration of the suspension</li> <li>- the category and specific reasons for suspension</li> <li>- the clear expectation that the student will continue studies while suspended and that a study program will be provided</li> <li>- the importance of parental cooperatively working with the school in resolving the matter</li> <li>- parent or carer responsibility for the care and safety of the student while suspended</li> <li>- clear expectations that the student should not be on school grounds without the permission of the principal</li> <li>- information concerning appeal rights and other appropriate government or community agencies available to provide assistance</li> </ul> <p><b>Note: Suspension notification letter checked for accuracy</b> and provided to parents in writing (signed only by principal or relieving principal – cannot be delegated) within 24 hours following immediate verbal notification.</p>			7.2.3
18	<p>Parents or carers provided with a copy of:</p> <ul style="list-style-type: none"> <li>- school discipline code</li> <li>- <i>Suspension and Expulsion of School Students Procedures</i> document</li> <li>- information regarding appeal rights (included above).</li> </ul>			7.2.5
19	Special transport provider notified by the principal when a student is subject to special transport arrangements.			7.2.4

ACTION		Y/N	COMMENT e.g. Date	REF*
20	School work to complete during suspension has been provided.			6.3.5
21	School Counsellor notified of suspension.			6.3.6
22	The SED has been advised of the probable duration within two days.			6.3.3
23	Principal has sought approval from the SED when imposing more than two long suspensions in any twelve month period on an individual student. Approval recorded and kept on file.			6.3.8 6.3.9
24	Where appropriate, principal utilises school, regional and other available resources to return the student to school following suspension.			6.3.6
25	Report proforma from school counsellor completed. Advice may be sought from the Learning Support Team.			6.3.6
26	The period of suspension has been minimised.			6.3.6
27	Principal convenes suspension resolution meeting at the earliest opportunity. Advice from the LST and school counsellor should be considered.			6.3.6 6.3.7 7.3.4
28	Principal attempts to ensure student returns to school on or before suspension conclusion date, even if parents unable or unwilling to attend a suspension resolution meeting.  <b>Note:</b> Suspension resolution meeting should be held prior to concluding date.			7.3.1 7.3.2 7.3.5
29	Appropriate interpreter organised by principal if required. <a href="http://www.schools.nsw.edu.au/adminsupport/intertranslate.php">www.schools.nsw.edu.au/adminsupport/intertranslate.php</a>			6.1.6
30	Acceptable support person organised by student, parents or carers. Guidelines <b>APPENDIX 3</b> .			6.1.7
31	Basis on which suspension will be resolved discussed at meeting.			7.3.1
32	Parents involved in this process.			7.3.1

ACTION		Y/N	COMMENT e.g. Date	REF*
33	The use of any recommended resources, including the School Counsellor, Learning Support Team discussed at the resolution meeting and kept on file.			7.3.4 7.3.6
34	A risk assessment is undertaken where an incident has evolved violence, weapons or where there is a risk to others. This should be completed before the final day for resolution of the suspension.			7.3.7
35	Issues identified in the risk assessment addressed.			7.3.8
36	SED notified when a suspension is not resolved by the due date. This may lead to another suspension but the original suspension cannot be extended.			7.3.2
37	Suspension recorded in suspension register. <a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2008/schoolregister.xls</a>			6.3.10 7.3.5
38	Adjust number of days on Suspension Register if suspension has been resolved earlier than original number of days given.			6.3.10
39	All relevant documents retained on a file at the school.			6.3.10 7.3.6

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

REF\* *Suspension and Expulsion of School Students – Procedures (2011)* paragraph numbering.



## Expulsion From a Particular School for Misbehaviour

School: \_\_\_\_\_ Student Name: \_\_\_\_\_

ACTION		Y/N	COMMENT e.g. Date	REF*
1	Ensure, except as a result of a most serious incident all appropriate student welfare and discipline strategies have been implemented and documented.			8.2.1
2	Formal disciplinary interview with student about allegation (s).			8.2.1
3	Observer of students choosing present at disciplinary meeting. A parent or carer may be suitable for a young child.			8.2.1
4	Student placed on a long suspension pending the outcome of the decision making process.			8.2.1
5	Student, parents notified in writing that expulsion is being considered. <b>Accuracy of this letter is checked.</b> Appendix 9.			7.2.6 8.2.1
6	If required an interpreter or cultural assistant and/or translation of documents organised to allow parents or carers to participate in the process.			8.2.1
7	Student placed on a long suspension pending the outcome of the decision making process.			8.2.1
8	School Counsellor Report with recommendations obtained.			8.2.1
9	Parents or carers provided with a copy of documentation on which consideration of expulsion is based.			8.2.1
10	Seven school days allowed for the student, parents or carers to respond.			8.2.1
11	Response from the student and parents or carers has been considered.			8.2.1
12	Parents or carers informed of implications of expulsion and appeal process if expulsion proceeds. This can be at a meeting or by telephone.			8.2.1
13	Principal has arranged an alternative educational placement within 10 school days.			8.2.3

ACTION		Y/N	COMMENT e.g. Date	REF *
14	SED advised prior to formal notification if principal decides to proceed with expulsion. Parents are notified in writing. <b>Appendix 11.</b>			8.2.2 8.2.3
15	If the expulsion is not finalised in 20 days, a second long suspension may be approved by the SED.			8.2.6
16	The SED must be notified if a suitable alternative placement cannot be arranged.			8.2.4 8.2.5 8.2.7 8.3.1 8.3.2
17	If a matter is unresolved after two long suspensions, other strategies to be considered could include: Alternative educational placement should be discussed with SED or nominee (if this has not already occurred). Recommendation for expulsion from the school. Expulsion from the school with a recommendation to the Minister that the student not be readmitted to any or all government schools.			6.3.9 8.1 8.2.1 8.3
18	Expulsion entered on Suspension Return. <a href="http://www.det.nsw.edu.au/media/downloads/internet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/internet/lists/directoratesaz/stuwelfare/stuwellbeing/discipline_team/yr2008/schoolregister.xls</a>			6.3.10

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

REF\* *Suspension and Expulsion of School Students – Procedures (2007)* paragraph numbering.

# Expulsion From a Particular School of a Student Over 17 Years of Age for Unsatisfactory Participation in Learning

**Note:** Previous long suspension not required.

**School:** \_\_\_\_\_ **Student's Name:** \_\_\_\_\_

ACTION		Y/N	COMMENT e.g. Date	REF*
1	Formal written warning issued to parents at least once.			8.4.2 8.4.3
2	A program for improvement has been developed.			8.4.2
3	Recommendations from Learning Support Team and Counsellor considered.			8.4.3
4	If required an interpreter or cultural assistant and/or translation of documents organised to allow parents or carers to participate in the process.			6.1.6
5	Parents have been provided documentation on 12which consideration for expulsion is based.			8.4.3
6	Seven school days allowed for the student, parents or carers to respond.			8.4.3
7	Response from student and parents has been considered.			8.4.3
8	Implications of expulsion explained to student and parents/carers along with appeal procedures if expulsion goes ahead.			8.4.3
9	SED notified prior to expulsion going ahead			8.4.4
10	Letter to parents/carers has been sent <b>APPENDIX 12.</b>			8.4.5
11	Alternative placement has been organised by student or parents/carers.			8.4.6
12	Expulsion entered on Suspension Return. <a href="http://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoriesaz/stuwelfare/stuwelfare/discipline_team/yr2008/schoolregister.xls">detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoriesaz/stuwelfare/stuwelfare/discipline_team/yr2008/schoolregister.xls</a>			6.3.10

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

REF\* *Suspension and Expulsion of School Students – Procedures (2007)* paragraph numbering.



**Expulsion from a Particular School for Misbehaviour**

**School:** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Prior to the decision being made, have the following options have been used?**

Action	Yes/No
<b>Has the student been referred to the Learning Support Team (LST)?</b> If yes, what are the recommendations of the LST?   If no, what were the reasons for the LST not being involved?	
<b>Has the School Counsellor been involved with an intervention?</b>	
If yes, has school counsellor intervention been regular and ongoing?	
<b>Has the school counsellor made recommendations about the student?</b> If yes, what are these recommendations?	
Have the school counsellors recommendation been acted upon? If yes, what has the school done?  If the school counsellor recommendations were not followed, what are the reasons?  If no referral to the school counsellor, what are the reasons for this decision?	
<b>Has an application for STB intervention been made?</b>	
If yes, has the STB intervention developed a behaviour plan in collaboration with the school?  What are the targeted behaviours the plan is seeking to change?  Has this intervention made had any success in changing these targeted behaviours?  If no referral for STB intervention, what are the reasons for not referring?	

Action	Yes/No
<p><b>Has an application for RSSSP Regional Student Services Support) funding been made?</b></p> <p>If yes, how has this funding been used to support the student and what success has there been with changing behaviours?</p> <p>If RSSSP funding was not applied for, what are the reasons for the school not referring?</p>	
<b>Students with Disabilities</b>	
Has the student a diagnosed disability?	
Is the student in a support class?	
Is the student in a regular class?	
Is the student in a School for Special Purposes?	
<b>Students with Disabilities in Support Classes</b> (in regular schools or schools for special purposes)	
If the student is in a support class has the school asked for the support of the Disability Programs Consultant?	
<p>If yes, has the Disability Program Consultant made recommendations relating to the student?</p> <p>If the Disability Program Consultant has made recommendations what were they?</p>	
<p>Has the school followed up on these recommendations?</p> <p>If the school has followed up on these recommendations, what has the school done?</p> <p>If the school has not followed up on these recommendations, what were the reasons?</p>	
If the school did not seek support from the Disability Program Consultant, what were the reasons?	

Action	Yes/No
<b>Students with Disabilities in Regular Classes</b>	
If the student is in a regular class has the school asked for Funding Support through the Disability Program Consultant?	
If yes, has the application for Funding Support been successful?	
If the funding application has been successful how are the funds being used to support the student?	
Has the school sought the support of the Itinerant Support Teacher Integration or the Disability Program Consultant in developing a program for the student?	
If yes, has either made recommendations relating to the student? If either has made recommendations what were they?  If the school has followed up on these recommendations, what has the school done?  If the school has not followed up on these recommendations, what were the reasons?	
If the school did not seek support from the Itinerant Support Teacher Integration or Disability Program Consultant, what were the reasons?	
Does the school consider the level of funding for this student appropriate?	
If no, has the school sought to review of funding?	
If you did seek a review, what was the outcome?	
If you did not seek a review of funding what were the reasons?	
<b>Other agencies</b>	
Has the school sought the involvement of community agencies with the student?	
If yes, what agencies are involved?	



School: .....

Date: .....

### Formal Caution

This letter is to confirm our phone conversation about your son/daughter  
..... of Year ..... behaving inappropriately.

In particular he / she has breached the school discipline code (or school rules) by:

.....  
.....

If this behaviour continues ..... may be suspended from school in accordance with the Department of Education and Training's *Suspension and Expulsion of School Students – Procedures*.

A copy of the *Suspension and Expulsion of School Students - Procedures* is available on the Department's "Our Policies" Internet web site at the address:

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/susp\\_expul/PD20020014.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/PD20020014.shtml)

You can also request a copy from the school.

This matter has been discussed with ..... and he / she understands what is expected in future. We will continue to work together to resolve these issues.

Please sign the slip below and return it to school with .....

Yours sincerely,

**Principal**

Date: .....

### Formal Caution

I have discussed this matter with ..... and noted the warning of suspension.

I would like an interview to discuss how to support ..... ☐ (Yes or No)

Signed (Parent / Caregiver) .....

Name: ..... Date: .....

Return to: .....  
(Name)

### Formal Disciplinary Log – Short suspension

The Principal may make a suspension decision after this interview.


<b>Short Suspension</b> (Up to 4 days)	Continued Disobedience	Aggressive Behaviour
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Person Conducting the Interview: \_\_\_\_\_

Position: \_\_\_\_\_ Interview Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student name: \_\_\_\_\_ Class: \_\_\_\_\_

### Details of the Allegation:



**Student Response:**

[illegible]

**Recommendation to Principal:**

--

**Formal Disciplinary Log – Long Suspension**

The Principal may make a suspension decision after this interview.

<b>Long suspension</b> (up to 20 days)	Physical Violence	Prohibited Weapon	Illegal Substance
	Weapon	Criminal	Persistent or Serious Misbehaviour

**Person Conducting the Interview:** \_\_\_\_\_

**Position:** \_\_\_\_\_ **Interview Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

The student will be offered an appropriate adult observer of their choosing (not a student).

**COMPLETE THIS SECTION PRIOR TO INTERVIEW**

*I was offered an observer for this interview. Yes* \_\_\_\_\_  
(Student Signature)

*I chose* \_\_\_\_\_ *as an observer.*

OR

*I chose not to have an observer* \_\_\_\_\_  
(Student Signature)

**Details of the Allegation:**

--

**Student Response:**

--

**Recommendation to Principal:**

--



**Suspension Resolution Meeting**

Student: \_\_\_\_\_ Resolution Meeting Date: \_\_\_\_\_

Reason for Suspension: \_\_\_\_\_

Date of Suspension: \_\_\_\_\_ Last Date for Resolution: \_\_\_\_\_

No. of Previous Suspensions: \_\_\_\_\_ Short: \_\_\_\_\_ Long: \_\_\_\_\_

Present at meeting: (Insert names and titles)

Action	Who	Follow up date

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Observer's signature  
(where relevant) \_\_\_\_\_

Principal's signature: \_\_\_\_\_

School: .....

**Post Suspension Readmission Agreement**

<b>Name:</b>	<b>Date:</b>	<b>Re-entry date:</b>	<b>D.O.B:</b>
--------------	--------------	-----------------------	---------------

I have participated in a successful post suspension interview for return to school. I understand that I must accept responsibility for my learning and meet the school's expectations concerning learning, behaviour & attendance. I agree to support the Code of Conduct; Anti-Bullying Plan, and Harassment Guidelines, copies of which have been provided to me.

To help create and maintain a positive learning environment I need to:

Always do my best		Respect others	
Show respect for property		Hands off to solve problems peacefully	
Be honest and respectful		Tell a teacher if something is wrong	
Follow directions – participate positively		Observe the safety rules	
Accept the consequences of my actions		Arrive at school on time	
Be equipped for lessons			

<div style="height: 250px; border: 1px solid black;"></div>	
<b>Student:</b>	<b>Parent/s:</b>
<b>Executive:</b>	<b>Date:</b>

Name: .....

School Year: .....

***'I Can Work it Out'***

1. What happened?

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2. How did you feel?

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---

3. What are some different things you could have done that would not have got you suspended?

a. 

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b. 

---

---

c. 

---

---

4. What could you try next time?

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---

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5. Who would you like to help you achieve this?

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**Note: Bring this work sheet to your Return from Suspension meeting at school.**

Student Signature: .....

Parent/Carer Signature: .....

Date: .....

Bloom's Taxonomy and Multiple Intelligence Grid

Unit of Study \_\_\_\_\_

Year Level \_\_\_\_\_

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<b>Verbal</b> I enjoy reading, writing and speaking						
<b>Mathematical</b> I enjoy working with numbers & science						
<b>Visual</b> I enjoy painting drawing and visualising						



Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<b>Kinesthetic</b> I enjoy doing hands on activities						
<b>Musical</b> I enjoy making and listening to music						
<b>Interpersonal</b> I enjoy working with others						
<b>Intrapersonal</b> I enjoy working by myself						

## Behaviour Plan

<b>Student:</b>		<b>School:</b>
<b>Date of Birth:</b>		<b>Principal:</b>
<b>Grade:</b>	<b>Class:</b>	<b>Teacher/Year Adviser:</b>
<b>Date of suspension:</b>		<b>School Counsellor:</b>
<b>Type of Suspension:</b> Short or Long		<b>Reason for Suspension:</b>
<b>Planning team:</b>		
<b>Behaviours causing concern:</b>		
<b>Expected positive behaviours:</b>		
<b>Classroom strategies and resources:</b>		
<b>Playground changes and resources:</b>		
<b>Professional learning and support to be delivered:</b>		
<b>Student specific support:</b>		
<b>School support requested:</b>		

<b>Roles and responsibilities:</b>		
<b>What:</b>	<b>Who:</b>	<b>When:</b>
<b>Prepared by:</b>	<b>Date:</b>	
<b>Review date:</b>	<b>Outcome of Review:</b>	

### Student Learning Plan – Example 1

**Note:** Please record Semester 1 in black and Semester 2 in blue

**Aboriginal Student Profile for:** ..... **Class:** ..... **Teachers:** .....

Attendance for Semester 1: ..... (Days Absent) Semester 2: .....

Academic Performance (Refers to achievement of syllabus outcomes)

Curriculum Area	Limited Achievement	Basic Achievement	Sound Achievement	High Achievement	Outstanding Achievement
Reading					
Writing					
Talking and Listening					
Mathematics					

NAPLAN Test Results: (If applicable)

Literacy:

Reading: Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

Writing: Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

Lang. Con. Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

Numeracy: Year 3 \_\_\_\_\_ Year: 5 \_\_\_\_\_ Year: 7 \_\_\_\_\_ Year 9: \_\_\_\_\_

**Identified Strengths:**

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**Areas of Concern:**

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Special Programs:

Name of Program:	Yes	No	Notes
Support Teacher Learning Assistance			
Support Teacher Behaviour			
School Counsellor Service			
Attendance Concerns being monitored			
Reading Recovery			
Hearing/Vision/Speech			

Other comments:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

## Student Learning Plan – Example 2

Student: ..... Class: ..... Teacher: .....

Address: ..... Telephone: .....

Background Information	Interests / Abilities

Learning &amp; Behaviour Support Currently Provided:

Action Plan:

Task / Action	Who	When	Ach.	Plan

Student	Class Teacher	Parent	STL	Counsellor

## How does a school apply for support?

All support is allocated through the SRSP Management Committee.

The first step for applications is for your school principal to contact the primary principal representative from the SRSP Management Committee for either Green Square or Arncliffe.

When referring to the SRSP:

- Parental or guardian approval is required.
- The Head Teacher SRSP will liaise with your school to offer consultancy support.
- Support is allocated promptly once approved.



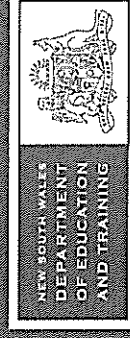
## Contact us

The Supported/Return To School Program K-6 operates from two locations within the Sydney Region – Waterloo and Arncliffe.

Please contact:  
Jenny Thorburn  
Head Teacher SRSP  
Green Square  
237 Botany Road  
Waterloo 2017  
T 02 9310 2461  
F 02 9310 2461

Or

Jacqui Bennett  
Head Teacher SRSP  
Arncliffe  
Cnr Segenhoe & Avenal Sts  
Arncliffe 2205  
T 02 9582 2881  
F 02 9556 3592



## SUPPORTED RETURN TO SCHOOL PROGRAM K-6



## Information for Primary Schools Parents and Carers

## Supported Return to School Program K-6

The Supported Return to School Program (SRSP) K-6 is a Department of Education and Communities initiative to support a successful return to school of students on long suspension. It is aimed at students who are suspended for disruptive behaviour.

The program assists the school put in place structures to facilitate a successful return to school for the student during their absence.

The rationale for this program is that suspension from primary school is a significant event and provides an opportunity for all involved to develop appropriate strategies to manage issues of concern. It allows for the investigation of support and change necessary for a successful return to school.

The SRSP aims to promote the region's Suspension Package and Restorative Practices.

## What type of support does the program provide?

The SRSP provides consultancy support to assist primary schools address issues related to long suspensions. The school will nominate a teacher from the Learning Support Team to coordinate and assist in the development of an individual support plan to ensure a successful return to school.

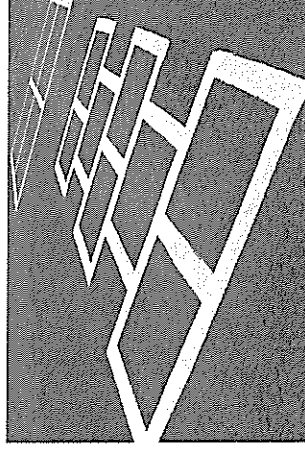
Consultancy on issues related to long suspension is available through the SRSP Head Teacher Welfare.



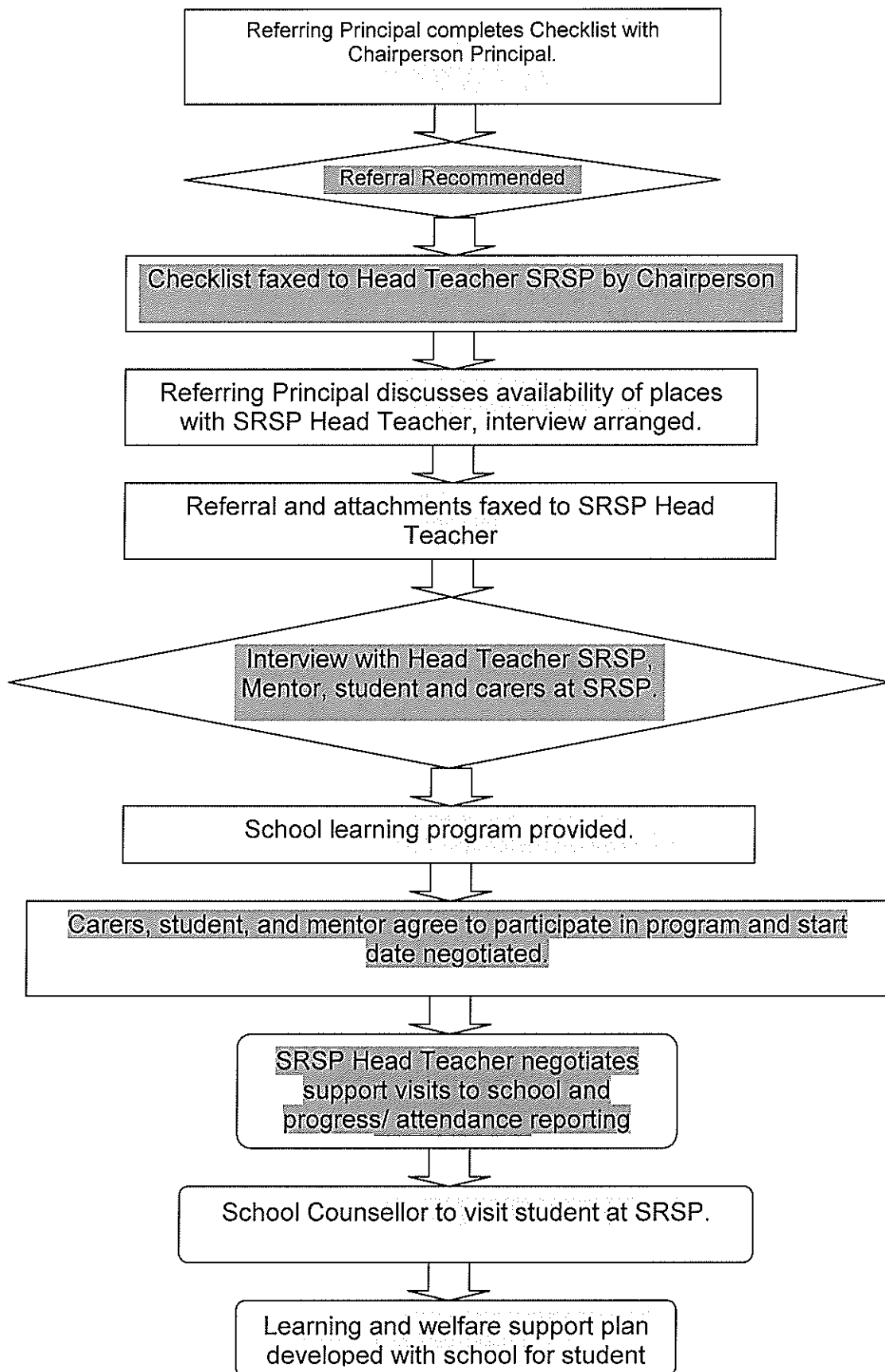
## What are the benefits?

The student returning from long suspension will receive support with:

- Reintegrating back to school successfully.
- Developing skills to manage their own behaviour.
- An individualised plan for returning to school.
- Programs to help with understanding their behaviour and its impact in school.
- Study, planning and work habits.



## Making a referral to the Supported Return to School Program





# WHOLE SCHOOL SUPPORT

It may be necessary to look at whole school support when there are a number of students who are experiencing difficulty across the school with their behaviour.

You may need to conduct observations and collect data to gather evidence on current practices and strategies implemented.

**DATA:** How decisions are made across the school? This includes;

- PBL – (EBS, SET, IPI)
- Suspension
- Welfare Programs
- Staff Training and attitudes
- Funding allocations and regional support
- Risk reports
- Attendance
- Achievement / merit
- Referrals
- Observations

**SYSTEMS:** How we as a school support our staff. This includes;

- Policies – welfare, discipline, bullying, smoking, truanting, lateness, uniform?
- Practices – what is the staff trained in with response to student behaviour - NCI, Positive Partnerships, Restorative Practices, Mental health?
- Resources available and staff willing to implement programs to support student needs?
- How is information communicated across the school?

**FEEDBACK:** How is the data presented to staff?

- PowerPoint presentation during a staff meeting is the most effective.
- Ensure statements are phrased in positive terms.
- Recommendations should be linked to findings.

**RECOMMENDATIONS:** What needs to be implemented to support students & staff needs?

- Realistic
- Informed
- Achievable

(Examples attached)

# EXAMPLE HIGH SCHOOL

## Project Team Intervention - Teacher survey questions

Question	Comment
Can you tell me what your expectations of the students in your last class were? <ul style="list-style-type: none"> <li>• Academically</li> <li>• Socially</li> <li>• Behaviourally</li> </ul>	
Were you able to make a cultural link for the students in your last lesson/ Example?	
How do you acknowledge appropriate behaviour? Examples?	
Do you involve your students in behavioural correction where necessary? Examples	
What system of behaviour management are you currently using?	
What would you say are the schools strengths?	
Other comments:	
1	

# EXAMPLE HIGH SCHOOL PLAYGROUND OBSERVATION – Project Team 2011

	Students observed meeting expectation	Students observed not meeting expectation	Staff response, management and procedure used
Oval BBC, Canteen, Toilets, N Quad, Quad			Phone use by staff interferes with active duty
Staff member – On time, Active & Interactions are positive	85% students are doing the right thing	Out of bounds Smoking (not caught) Littering Loud and aggressive Non compliance	Some staff on canteen duty perform their duties very competently Interaction with students varies from none to positive in Most staff ask student's to pick rubbish up HT are actively supervise a few areas as staff are late or are unaware that they are on duty (75% staff observed late to duty, 25% do not arrive)
Approximate number of students in area.	Varies daily. Most student congregate around canteen and quad	Most students meet expectations Some students leave school grounds to buy fast food and then eat it in the playground	Ratio of staff to students is approx: 1:35 area 1 1:45 area 2 1:60 canteen 1: 50 oval
Transition to and from class (Time taken) Are teachers on time to class?	Most students move off to class when the bell rings. Approx. 5 – 10% do not move. Often teachers have already left area and do not usher students to class		Observed a number of staff later than 10 mins to class after the second bell. This causes disruption in the corridor as students are not supervised and learning time is affected.
Issues arising?	<ul style="list-style-type: none"> <li>Some students leave school grounds to buy fast food and then eat it in the playground</li> <li>Students have access to toilet to smoke well before staff are actively on duty</li> <li>When there is a lack of supervision students play football in N quad and get a bit rough with play.</li> <li><i>Out of bounds</i> areas are not clearly defined.</li> </ul>		
Recommendations	<ul style="list-style-type: none"> <li>Staff be more consistent with the implementation playground duty procedures and responsibility – <b>Revisit roles and responsibilities</b></li> <li>Duties areas are not adequately covered – all staff may need to do an extra duty or <b>“buddy duty”</b></li> <li><b>Regular presence</b> by Principal and DP may encourage punctuality and a more responsible attitude amongst staff, Snr executive may need to oversee consistent implementation of duty procedures.</li> <li>Update <b>out of bounds</b> signage</li> <li>Toilet duty may be best supervised by staff who volunteer for area (smokers?)</li> </ul>		

# Schoolwide Evaluation Tool (SET)

## Overview

### Purpose of the SET

The Schoolwide Evaluation Tool (SET) is designed to assess and evaluate the critical features of Schoolwide effective behaviour support across each academic school year. The SET results are used to:

1. assess features that are in place,
2. determine annual goals for schoolwide effective behaviour support,
3. evaluate on-going efforts toward schoolwide behaviour support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behaviour support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and **staff (minimum of 10)** and **student (minimum of 15)** interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, **reviewing the data and scoring the SET averages takes two to three hours.**

#### Products to Collect

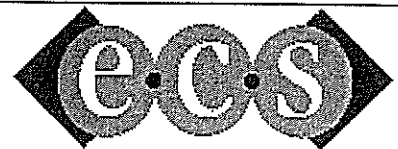
- |          |   |
|----------|---|
| 1. _____ | School discipline & student welfare documents                                   |
| 2. _____ | School improvement plan goals   |
| 3. _____ | Annual Action Plan for meeting school-wide behaviour support goals              |
| 4. _____ | Social skills instructional materials/ implementation time line                 |
| 5. _____ | Behavioural incident summaries or reports (e.g., office referrals, suspensions, |
| 6. _____ | Office discipline referral form(s)  |
| 7. _____ | Other related information   |

### Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are:

- 1) not targeted or started,
- 2) in the planning phase, and
- 3) in the implementation/ maintenance phases of development toward a systems approach to schoolwide effective behaviour support.

The SET is designed to provide trend lines of improvement and sustainability over time.



# Schoolwide Evaluation Tool (SET) Implementation Guide

School \_\_\_\_\_

Date \_\_\_\_\_

Region/Branch \_\_\_\_\_

State \_\_\_\_\_

## Step 1: Make Initial Contact

- A. Identify school contact person & give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: \_\_\_\_\_
- C. Get names, phone #'s, email address & record below.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

### Products to Collect

1. \_\_\_\_\_ School behaviour management document
2. \_\_\_\_\_ School improvement plan goals
3. \_\_\_\_\_ Annual Action Plan for meeting schoolwide behaviour support goals
4. \_\_\_\_\_ Social skills instructional materials/ implementation time line
5. \_\_\_\_\_ Behavioural incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. \_\_\_\_\_ Office discipline referral form(s)
7. \_\_\_\_\_ Other related information

## Step 2: Confirm the Date to Conduct the SET

- A. Confirm meeting date with the contact person for conducting a Principal interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.

Meeting date & time: \_\_\_\_\_

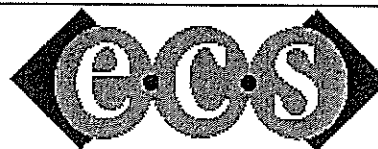
## Step 3: Conduct the SET

- A. Conduct Principal interview.
- B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products & score SET.

## Step 4: Summarise and Report the Results

- A. Summarise surveys & complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.

Meeting date & time: \_\_\_\_\_





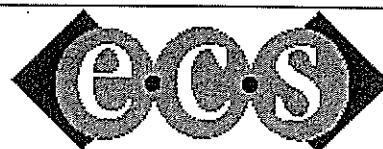
# Schoolwide Evaluation Tool (SET) Scoring Guide

School \_\_\_\_\_ Date \_\_\_\_\_  
 District \_\_\_\_\_ State \_\_\_\_\_  
 Pre \_\_\_\_\_ Post \_\_\_\_\_ SET data collector \_\_\_\_\_

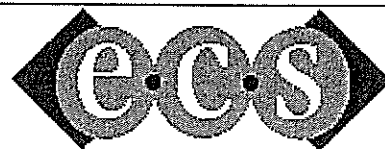
Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioural expectations? (0=no; 1= too many/negatively focused; 2= yes)	School Behaviour Management document, Instructional materials Other _____ P	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____ O	
B. Behavioural Expectations Taught	1. Is there a documented system for teaching behavioural expectations to students on an annual basis? (0= no; 1= states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____ P	
	2. Do 90% of the staff asked state that teaching of behavioural expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
	3. Do 90% of team members asked state that the schoolwide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____ I	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
C. On-going System for Rewarding Behavioural Expectations	1. Is there a documented system for rewarding student behaviour? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____ P	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviours over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____ I	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behaviour over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
D. System for Responding to Behavioural Violations	1. Is there a documented system for dealing with and reporting specific behavioural violations? (0= no; 1= states to document; but not how; 2= yes)	Discipline handbook, Instructional materials Other _____ P	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
	3. Is the documented crisis plan for responding to extreme dangerous situations posted in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Other _____ O	

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 January 2006



Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
<b>E. Monitoring &amp; Decision-Making</b>	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behaviour, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form) _____ P			
	2. Can the Principal clearly define a system for collecting & summarising discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview _____ I Other _____			
	3. Does the Principal report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview _____ I Other _____			
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising schoolwide effective behaviour support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
<b>F. Management</b>	1. Does the school improvement plan list improving behaviour support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 <sup>th</sup> or lower priority; 2 = 1 <sup>st</sup> -3 <sup>rd</sup> priority)	School Improvement Plan, _____ P Interview _____ I Other _____			
	2. Can 90% of staff asked report that there is a schoolwide team established to address behaviour support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
	3. Does the Principal report that team membership includes representation of all staff? (0= no; 2= yes)	Interview _____ I Other _____			
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
	5. Is the Principal an active member of the schoolwide behaviour support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview _____ I Other _____			
	6. Does the Principal report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview _____ I Other _____			
	7. Does the Principal report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview _____ I Other _____			
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar _____ P Other _____			
<b>G. Regional/Branch Level Support</b>	1. Does the school budget contain an allocated amount of money for building and maintaining PBIS? (0= no; 2= yes)	Interview _____ I Other _____			
	2. Can the Principal identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview _____ I Other _____			
<b>Summary Scores:</b>	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		



## Principal Interview Guide

### *Let's talk about your discipline system*

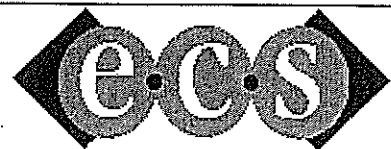
- 1) Do you collect and summarise office discipline referral information? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing office discipline referrals? (E2)
  - a) What data do you collect? \_\_\_\_\_
  - b) Who collects and enters the data? \_\_\_\_\_
- 3) What do you do with the office discipline referral information? (E2)
  - a) Who looks at the data? \_\_\_\_\_
  - b) How often do you share it with other staff? \_\_\_\_\_
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
- 5) What is the procedure for handling extreme emergencies in the building? (D4)

### *Let's talk about your school rules or motto*

- 6) Do you have school rules or a motto? Yes No If no, skip to # 10.
- 7) How many are there? \_\_\_\_\_
- 8) What are the rules/motto? (B4, B5)
- 9) What are they called? (B4, B5)
- 10) Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

### *Do you have a team that addresses schoolwide discipline? If no, skip to # 19*

- 12) Has the team taught/reviewed the schoolwide program with staff this year? (B3) Yes No
- 13) Is your schoolwide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) \_\_\_\_\_
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team leader/facilitator? (F4) \_\_\_\_\_
- 18) Does the team provide updates to staff on activities & data summaries? (E3, F7) Yes No  
If yes, how often? \_\_\_\_\_
- 19) Do you have an out-of-school liaison in the state or region/branch to support you on positive behaviour support systems development? (G2) Yes No  
If yes, who? \_\_\_\_\_
- 20) What are your top 3 school improvement goals? (F1)
- 21) Does the school budget contain an allocated amount of money for building and maintaining PBIS? (G1) Yes No



## Additional Interviews

In addition to the Principal interview questions there are questions for Behaviour Support Team members, staff and students. *Interviews can be completed during the school tour.* Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

### Staff Interview Questions

*Interview a minimum of 10 staff*

- 1) What are the \_\_\_\_\_ (school rules, 4C's, 3 bee's)? (B5)  
(Define what the acronym means)
- 2) Have you taught the school rules/behavioural expectations this year? (B2)
- 3) Have you given out any \_\_\_\_\_ since \_\_\_\_\_? (C3)  
(rewards for appropriate behaviour) (2 months ago)
- 4) What types of student problems do you or would you refer to the office? (D2)
- 5) What is the procedure for dealing with an extreme emergency? (D4)
- 6) Is there a schoolwide team that addresses behavioural support in your building?
- 7) Are you on the team?

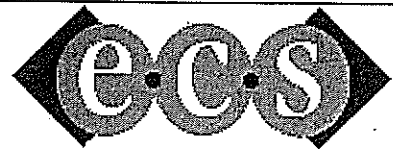
### Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Has your team taught/reviewed the schoolwide program with staff this year? (B3)
- 3) Who is the team leader/facilitator? (F4)

### Student interview Questions

*Interview a minimum of 15 students*

- 1) What are the \_\_\_\_\_ (school rules, 4C's, 3 bee's)? (B4)  
(Define what the acronym means.)
- 2) Have you received a \_\_\_\_\_ since \_\_\_\_\_? (C2)  
(reward for appropriate behaviour) (2 months ago)

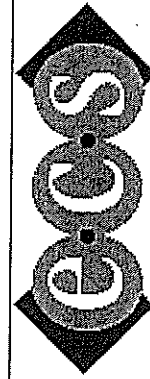


# Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)										Team member questions			Student questions	
What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave. exp. to students this year?	Have you given out any since (2 mos.)?	What types of student problems do you refer to the office?	What is the procedure for dealing with an extreme emergency?	Is there a team in your school to address PBIS systems?	Are you on the team? If yes, ask team questions	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/ staff this year?	Who is the team leader/ facilitator?	What are the (school rules)? Record the # of rules known	Have you received a since ?			
1	Y N	Y N			Y N	Y N	Y N	Y N		1	Y N			
2	Y N	Y N			Y N	Y N	Y N	Y N		2	Y N			
3	Y N	Y N			Y N	Y N	Y N	Y N		3	Y N			
4	Y N	Y N			Y N	Y N	Y N	Y N		4	Y N			
5	Y N	Y N			Y N	Y N	Y N	Y N		5	Y N			
6	Y N	Y N			Y N	Y N	Y N	Y N		6	Y N			
7	Y N	Y N			Y N	Y N	Y N	Y N		7	Y N			
8	Y N	Y N			Y N	Y N	Y N	Y N		8	Y N			
9	Y N	Y N			Y N	Y N	Y N	Y N		9	Y N			
10	Y N	Y N			Y N	Y N	Y N	Y N		10	Y N			
11	Y N	Y N			Y N	Y N	Y N	Y N		11	Y N			
12	Y N	Y N			Y N	Y N	Y N	Y N		12	Y N			
13	Y N	Y N			Y N	Y N	Y N	Y N		13	Y N			
14	Y N	Y N			Y N	Y N	Y N	Y N		14	Y N			
15	Y N	Y N			Y N	Y N	Y N	Y N		15	Y N			
Total						X				Total				
Location		Front hall/ office	Class 1	Class 2	Class 3	Canteen	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3			
Are rules & expectations posted?		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N			
Is the documented crisis plan posted?		Y N	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X			

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## SCHOOL-WIDE SYSTEMS

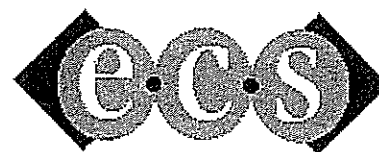
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Schoolwide</b> is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviours are taught directly.			
			3. Expected student behaviours are rewarded regularly.			
			4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.			
			5. Consequences for problem behaviours are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviours are clear.			
			7. Options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behaviour support planning & problem solving.			
			10. School principal is an active participant on the behaviour support team.			
			11. Data on problem behaviour patterns are collected and summarised within an on-going system.			
			12. Patterns of student problem behaviour are reported to teams and staff for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviours at school.			
			14. Refresher professional development activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behaviour support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going professional development and support from district personnel.			
			18. The school is required by the region/branch to report on the social climate, discipline level or student behaviour at least annually.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_

EBS Self-Assessment Survey version 2.0 August 2003  
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 Louise Nehrmann, Warren Dawson and Natalie Swayn  
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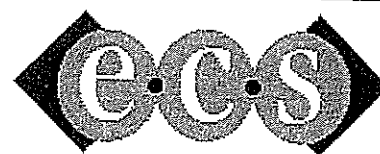


## NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Non-classroom settings</b> are defined as particular times or places where supervision is emphasised (e.g., hallways, tuckshop, playground, bus).	High	Med	Low
			1. Schoolwide expected student behaviours apply to non-classroom settings.			
			2. Schoolwide expected student behaviours are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviours in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behaviour and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_

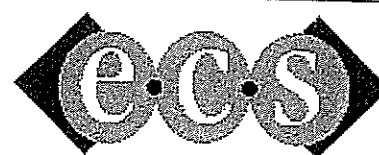


## CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Classroom settings</b> are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behaviour & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviours are defined clearly.			
			3. Expected student behaviour & routines in classrooms are taught directly.			
			4. Expected student behaviours are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviours receive consistent consequences.			
			6. Procedures for expected & problem behaviours are consistent with schoolwide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ( $\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_

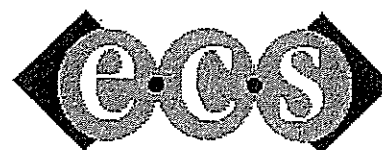


## INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Individual student systems are defined as specific supports for students who engage in chronic problem behaviours (1%-7% of enrollment)	High	Med	Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviours.			
			2. A simple process exists for teachers to request assistance.			
			3. A behaviour support team responds promptly (within 2 working days) to students who present chronic problem behaviours.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioural assessment.			
			5. Local resources are used to conduct functional assessment-based behaviour support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive professional development and support on behavioural support/positive parenting strategies.			
			8. Behaviour is monitored & feedback provided regularly to the behaviour support team & relevant staff.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## EBS Survey Summary

School: \_\_\_\_\_

Date: \_\_\_\_\_

**Use the EBS Survey Tally page and the EBS Survey Summary Graph to develop an accurate summary & determine initial focus area priorities**

	Overall Perception			Individual Student
	School-wide	Non-classroom	Classroom	
For each system area, follow the steps as outlined below				
1. Use <i>EBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>EBS Survey Tally Pages</i> , list three major strengths	a.  b.  c.	a.  b.  c.	a.  b.  c.	a.  b.  c.
3. Using the <i>EBS Survey Tally pages</i> , list three major areas in need of development.	a  b.  c.	a.  b  c	a.  b.  c.	Targeted group or Individual interventions a.  b.  c.
4. For each system, circle one priority area for focusing development activities				
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behaviour d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the EBS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				

# Glossary: Quality of School Life Survey Questions

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DEFINITELY MOSTLY MOSTLY DEFINITELY  
AGREE AGREE DISAGREE DISAGREE

## SCHOOL IS A PLACE WHERE...

I like to be

I feel restless

I am happy with how well I do

I like to learn new things

I learn to get along with other people

I know that people think a lot of me

Teachers treat me fairly in class

I get enjoyment

There is nothing exciting to do

I know the sorts of things I can do well

I find my work interesting

I can get along with most of the students even though they may not be my friends

People come to me for help

Teachers listen to what I have to say

I feel great

I feel bored

I know how to cope with the work

I like all my subjects

I have lots of friends

I feel important

Teachers are usually fair

I really like to go

I feel sad

I get satisfaction from the work I do

I am genuinely interested in my work

Having different kinds of students in my class helps me get along with everyone

People credit me for what I can do

Teachers give me the marks I deserve

Learning is a lot of fun

I feel lonely

I feel good about my work

I learn the things I need to know

You have to get along even with students you don't like

Teachers ask me to help out

Teachers help me to do my best

I feel happy

I get upset

I can handle my school work

My friends and I get together on our own time to talk about what we have learned in class

I sometimes wish I were different than I am

People think I can do a lot of things

I like my teachers

I feel proud to be a student

You are bossed around too much

The work I do is important to me

I feel safe from personal harm



I'm afraid I might be hurt

Students seem to hurt each other a lot

Students pick on each other all the time

## **Key Initiatives Student Welfare Website Information and Policy area links**

### Student Health

Student Health Webpage:

- <http://www.schools.nsw.edu.au/studentsupport/studenthealth/index.php>

Summary and Consolidation of Student Health policy:

- [https://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/student\\_health/PD20040034.shtml](https://www.det.nsw.edu.au/policies/student_serv/student_health/student_health/PD20040034.shtml)

First Aid Policy:

[www.det.nsw.edu.au/policies/staff/oh\\_s/first\\_aid/PD20050247\\_i.shtml?level=Schools&categories=Schools%7CWellbeing%7CFirst+aid](http://www.det.nsw.edu.au/policies/staff/oh_s/first_aid/PD20050247_i.shtml?level=Schools&categories=Schools%7CWellbeing%7CFirst+aid)

### Drugs in Schools

Schools Drug Education Website:

- <http://www.schools.nsw.edu.au/learning/yrk12focusareas/druged/index.php>

Drugs in Schools Policy:

- [https://detwww.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/drug\\_incid/PD20020040\\_i.shtml?level=Schools&categories=Schools%7CWellbeing%7CDrugs](https://detwww.det.nsw.edu.au/policies/student_serv/student_welfare/drug_incid/PD20020040_i.shtml?level=Schools&categories=Schools%7CWellbeing%7CDrugs)

### Student Behaviour and Attendance

NSW School Attendance Policy:

- [https://detwww.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/PD20050259\\_i.shtml?level=Schools&categories=Schools%7CStudent+administration%7CAttendance](https://detwww.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259_i.shtml?level=Schools&categories=Schools%7CStudent+administration%7CAttendance)

Student Discipline in Government Schools Policy:

- [https://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/PD20060316\\_i.shtml?level=Schools&categories=Schools%7CStudent+administration%7CDiscipline+%26+behaviour](https://detwww.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316_i.shtml?level=Schools&categories=Schools%7CStudent+administration%7CDiscipline+%26+behaviour)

Student Welfare Policy Document:

- [https://detwww.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/stude\\_welf/pd02\\_52\\_student\\_welfare.pdf](https://detwww.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/pd02_52_student_welfare.pdf)

### Child Protection

Child protection Webpage:

- <https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/stuwellbeing/childprotect/index.htm>

### School Uniform

School Uniform Policy Webpage:

- [https://www.det.nsw.edu.au/policies/student\\_admin/uniforms/school\\_uniform/PD20040025.shtml?query=uniforms](https://www.det.nsw.edu.au/policies/student_admin/uniforms/school_uniform/PD20040025.shtml?query=uniforms)

School Uniforms in NSW Policy Document:

- <http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studentwellbeing/schuniforms.pdf>

## Healthy School Canteens

School Canteens Webpage:

- [www.schools.nsw.edu.au/studentsupport/studentwellbeing/schoolcanteen/index.php](http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/schoolcanteen/index.php)

Fresh Tastes at Schools – Policy Document:

- [www.det.nsw.edu.au/policies/student\\_serv/student\\_health/canteen\\_gu/CMPlanner.pdf](http://www.det.nsw.edu.au/policies/student_serv/student_health/canteen_gu/CMPlanner.pdf)

## Values and Social Responsibility

The National Framework for Values Education in Australian Schools Webpage:

- <http://www.valueseducation.edu.au/values/default.asp?id=8757>

Values Education in NSW Public Schools Webpage:

- <http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/values/index.php>

The NSW State Values Education Policy:

- [https://detwww.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/valu\\_scool/PD20050131\\_i.shtml](https://detwww.det.nsw.edu.au/policies/student_serv/student_welfare/valu_scool/PD20050131_i.shtml)

## Student Leadership

Student Leadership and SRC's Webpage:

- <http://www.schools.nsw.edu.au/studentsupport/studleadsrc/index.php>